

**089-INTRODUCING THE ADVANCED
ENGLISH CURRICULUM: TOOLS,
STRATEGIES AND RESOURCES**

**FINAL ASSIGNMENT: A MYTH.
PANDORA'S BOX**

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LESSON PLAN: A MYTH

-CLASS PROFILE & TEACHING CONTEXT-

The following lesson plan will form part of a scheme of work entitled, *Reading Fables, Myths, Legends and Fairy Tales*. This scheme of work, and this particular lesson plan, is specifically for the 1st year of ESO, group A/linguistic section; it is a group made up of 30 students. Most of them are Spanish but there are five foreign students: three Ecuadorians, one Rumanian and one Chinese.

It is a high school of the southern suburban areas of a large urban centre. This area has had a great industrial development during the 20th and 21st centuries. The industrialization of the area has led to an increase in population to 150, 000 inhabitants approximately.

This is the first year our school has joined the CAM bilingual project. All the students come from the same primary school, and their English level hardly reaches the A2 level in the Common European Language Framework.

-GENERAL LESSON AIMS-

<i>GROUP: 1 ESO (Linguistic Section)</i>	<i>Length of time: 55 mins. -To understand general and specific information from written texts of a suitable level. -To use reading comprehension strategies: to identify themes in a text using textual and non textual elements; to use previous knowledge on a topic and make predictions about the content; inferring words/meaning from the context; using visual aids and comparing words and phrases to those in Spanish.</i>
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-1st ESO ADVANCED CURRICULUM OBJECTIVES-

Basic (Reading) Skills

- All students will follow the basic- surface level meaning- of the myth text (who, when, where, what).
- All students will understand that myths describe characters and setting, conflict and outcome.
- All students will identify the key words we have studied in the myth.

High Level Skills

- Most students will interpret the story at a deeper level; identify and understand characters' personality traits, and understand the different steps in a conflict.
- Most students will understand interesting and difficult vocabulary related to descriptions.
- Some students will pick up the main characteristics of myths and distinguish them from legends and from other types of texts.

-LESSON PROCEDURE-

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	EXPECTED OUTCOMES
5 mins	I tell the students that we will be reading a myth that explains why people get into trouble because of disobeying someone's piece of advice.	Students will watch a scene of the Lion King film, when Mufasa takes Simba to show him his kingdom. Simba takes interest in a shadowy area, but Mufasa explains him that he must never go there because it is too dangerous.	Students fully understand the purpose of the myth
10 mins	I show them pictures of different objects and people that appear in the myth. I ask them to name the pictures and to predict the plot of the story.	Students work individually matching names and pictures. Later, students work in pairs and negotiate the plot of the story. Then, some students will be asked to tell their prediction to the rest of the class.	After the activity, students will be familiarized with the key words of the myth. As they predict the story, they develop reading comprehension strategies.
10 mins	Students are asked to skim the text for difficult words which are underlined, and they try to guess their meaning in context.	Students read individually the text. They get the general idea of the text. They guess the meaning of the difficult words in context.	Students make predictions about the content by inferring words/meaning from the context.
15 mins	The whole class read the text two more times. First time, they listen to the teacher reading aloud. Secondly, different students do it.	Students read carefully the text two more times. They have to pay attention because some of them will be asked to read aloud.	Students understand better the text. Pronunciation of difficult words is checked.
20 mins	Students are given reading comprehension questions to check recalling on factual information and understanding skills. Creative writing is sent as homework.	Students answer the questions individually.	Students fully understand the text by means of key questions. By means of creative writing, students produce written texts that help them to describe themselves.

-RESOURCES AND MATERIALS-

- Any video player to display the Lion King scene.
- A photocopy with pictures of the key vocabulary.
- A photocopy with the reading comprehension questions.

PRE-READING ACTIVITIES

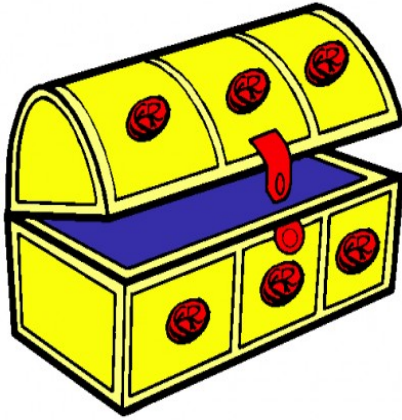
1. Watch the following clip, what do you think motivates Simba to ask his father about the shadowy areas?



<http://www.youtube.com/watch?v=bW7PItaawfQ>

2. VOCABULARY

Match the pictures with the names:



BLACKSMITH

GOWN

PANDORA

CASKET

ZEUS

MOTHS

3. SPEAKING.

Try to figure out the plot of the myth from the words of the previous exercise. Work with your partner.

READING ACTIVITY.

1. Read the text and try to guess the meaning of the underlined words or expressions.

Pandora's Box

Has your curiosity ever got you into trouble? Have you ever been so desperate to know a secret that you took no notice of a warning? All through history there are stories of people being told not to open doors, **caskets**, cupboards, gates and all sorts of other things and, in so many of the stories, the people just did not listen. One person who did not listen was Pandora. Her story comes from Ancient Greece and her curiosity brought a whole heap of trouble!

In ancient Greece there were two brothers named Epimetheus and Prometheus. They upset the gods and annoyed the most powerful of all Gods, **Zeus**, in particular. This was not the first time humans had upset Zeus, and once before, as punishment, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestus, the blacksmith. He had a fire burning to keep his forge hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was furious and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very cunning plan to punish the two brothers. With the help of Hephaestus, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her **Pandora** and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, pleased that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what Zeus had planned.

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she crept up to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, slid it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see fine silks, **gowns** or gold bracelets and necklaces or even piles of gold coins.

But there was no gleam of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then horror. For Zeus had packed the box full of all the terrible evils he could think of. Out of the box poured disease and poverty. Out came misery, out came death, out came sadness - all shaped like tiny buzzing **moths**.

The creatures stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had released pain and suffering upon the world, she had also allowed Hope to follow them.

POST-READING ACTIVITIES.

1) Factual questions (to recall information)

- How did usually Zeus punish humans when they upset him?
- Where was the fire burning?
- Who was Pandora?
- What was Pandora expecting to find in the box?

2) Understanding questions

- Why did Prometheus want to marry Pandora?
- If you were Pandora, would you have opened the box? Justify your answer.

3) Homework. Creative writing.

Remember a situation in which you were told not to do something, yet you just ignored the recommendation. What happened to you afterwards?

-EVALUATION-

1. To identify and understand the general idea and the most specific information regarding varied communicative situations.
 - I will observe that students are matching the vocabulary to the pictures and complete the vocabulary chart (material 1).
 - I will check that students learn the pronunciation of difficult words in the myth.
 - I will ask weaker students factual (surface) questions: Who? When? Where? What?
 - I will ask stronger students understanding questions (Why? and “If I were you”).